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ABSTRACT

Presented are descriptions of 12 projects developed locally in Hawaii schools that have been selected by the State Department of Education as examples of innovative educational programs, projects, or activities. Each project is identified by area and title, with information provided according to these headings: Descriptors, Target Audience, Developers, Student Outcomes, Description, Evaluation, and Contact. The areas covered include Environmental Education, Health, Mathematics, Physical Education, Science, and Social Studies. Target populations are primarily elementary, although some programs are described for the mentally retarded and secondary school students. (Author/CS)

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SCIENCES AND HUMANITIES

Programs, Projects & Activities

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HE 037 035

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Governor, State of Hawaii

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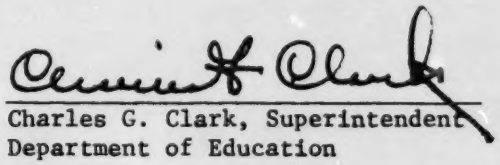
FOREWORD

The Department has long realized the need to recognize the efforts of the many outstanding teachers, students, and administrators who generate ideas and plans for excellent, innovative and exemplary programs, projects, and activities. In addition, it is recognized that there is a need to disseminate information on on-going and developing programs to a greater extent to foster program improvement in the schools. This document is part of a series of publications prepared by the Department in its attempt to mobilize the Department's resources to accomplish the desired outcomes.

Each booklet provides information on innovative and exemplary programs, projects, and activities: the contact person from whom to obtain more information; the target group serviced; resources needed; where it is offered; and other pertinent information necessary for replication.

Persons using or reviewing this should evaluate its usefulness by providing feedback to their principals, appropriate district staff, or state level personnel.



Charles G. Clark, Superintendent
Department of Education

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INTRODUCTION

The Sciences and Humanities program areas included in this series are: Environmental Education, Health, Mathematics, Physical Education, Science and Social Studies. Each project is identified by area and title and information is provided according to the following headings: Descriptors, Target Audience, Developers, Student Outcomes, Description, Evaluation, and Contact.

Projects described are intended to provide the impetus for replication by other teachers and schools, to provide ideas for development of similar projects and to encourage the identification and dissemination of other projects. Schools are encouraged to share promising projects in their schools. As additional projects are developed and/or identified, they will be disseminated in subsequent series.

Environmental Education

Energy is Everybody's Business

DESCRIPTORS

Environmental
Interdisciplinary Approach

TARGET AUDIENCE

Students in grades 1-6

DEVELOPER

Kipapa Elementary
School Staff

STUDENT OUTCOMES

The student will be able to develop:

- awareness of traditional and alternate sources of energy.
- understanding of the human and environmental impact of alternate energy sources that are being developed in Hawaii.
- understanding of energy conservation.
- a commitment to conserve energy.

EVALUATION

Teacher designed tests are used to monitor progress of students through the learning activities. Cumulative evaluation is reflected in student products displayed in an energy fair.

DESCRIPTION

Students in grades one through six proceed through a series of interdisciplinary activities designed to develop awareness of both traditional and alternate sources of energy.

Increasingly sophisticated methods of energy use and production are studied through progressive grade levels. Students explore the many forms of energy use and production through simple investigations, construction of models, visitations to energy related industries, readings, and resource speakers. Poetry, written reports, posters, and audio-visual presentations are developed by students to express their feelings and ideas about energy use and conservation.

The culminating activity for all grade levels is an energy fair in which students display the results of their learning activities.

CONTACT

Principal: Mr. Ralph Watanabe

School: Kipapa Elementary

Address: 95-075 Kipapa Drive
Mililani, Hawaii 96789

Phone: (808) 623-2511

Health Education

Classroom and Camping Experience

DESCRIPTORS

Health
Environmental Education
Hawaiiana
Lifetime Recreation
Self-Concept Development

TARGET AUDIENCE

Students in grade 5

STUDENT OUTCOMES

The student will

- understand the effects of consistent personal hygiene and diet and practice good health regimen under controlled conditions (at camp).
- demonstrate personal responsibility for ecological practices that affect the well-being of oneself and others.
- understand and appreciate our natural environment; to develop a broader concept of how a person relates to the environment.
- explore a variety of outdoor and recreational activities that can be of lifetime use.
- improve intergroup relationships; to develop a better awareness understanding and appreciation of self.

DESCRIPTION

This project culminates in a 2½ day camping experience preceded by classroom experiences of an integrated multidisciplinary approach. The project includes an active physical education component, lots of opportunity for self-concept development, Hawaiiana, science and energy conservation, and lots of basic skills in communication along with the health education and environmental education. In the health area particular attention is given to personal health practices and to nutrition and foods. In environmental education emphasis is on energy conservation, respect for plants and flowers and litter control.

DEVELOPERS

Lorene Takeshita

Likelike School grade 5 teacher; B.Ed. 5th year certificate from Univ. of Hawaii

Constance Y. Wong

Likelike School grade 5 teacher; B.Ed. from Univ. of So. Calif.; 5th year certificate from Univ. of Hawaii.

The camp experience starts off with a Kaena Trail Hike while the camp schedule includes: swimming, archery, soccer, nature study, free time, meals and KP duty; evening activities are skits, folk dancing, camp fire and (nutritious) snack.

Using this degree of multidisciplinary approaches is hard work and is possible only through teamwork of the fifth grade teachers, and all the resource people involved.

EVALUATION

Several types of evaluation were conducted. In the health area written tests were given to three groups: campers, non-campers and sixth grade class. The campers showed a higher degree of "yes" responses to positive health behavior. The interest survey dealing with outdoor and recreational activities which can give lifetime use to the campers, again, indicated a higher level of interest and better participation than the other two groups.

CONTACT

Principal: Mrs. Thelma Mann

School: Likelike

Address: 1618 Palama Street
Honolulu, Hawaii 96817

Telephone: 845-4123

Mathematics Education A Guide for Elementary School Mathematics
Hawaii District

DESCRIPTORS

Testing via levels of attainment
Objectives, concepts and activities for each level
Forms to monitor student progress through the levels

TARGET AUDIENCE

Elementary school teachers of mathematics
Elementary students

STUDENT OUTCOMES

The student will
- attain mathematical knowledge, skills and understanding through an activity-oriented approach.

DESCRIPTION

The Guide has been developed to facilitate and reinforce current instructional strategies that are employed by Hawaii District teachers. Primary attention was focused on individualized instructional organization, identifying seventy-eight levels of attainment. Suggested diagnostic and evaluative instruments are incorporated throughout the Guide. Specific objectives and activities are appropriately incorporated with concepts for each level of attainment. The Guide encourages teachers to add on appropriate activities. Sequence of levels can be flexible and adjusted to meet the needs of the user.

DEVELOPER

Mrs. Masue Ando,
Instructor
MA, San Diego State College
National Council of Teachers of Math
Hawaii Council of Teachers of Math

EVALUATION

Oral and written evaluations by teachers indicate the appropriateness of the Guide in terms of the diagnostic and evaluative instruments, the levels of attainment and the concepts, objectives and activities associated with each level of attainment.

Others favor the use of the Guide as a primary source of identifying and using the suggested activities. The levels of attainment are also used as a guide for student progress.

CONTACTS

District Educational Specialist:
Mr. Shuichi Tanaka
Address: Hawaii District Office
75 Aupuni Street
Hilo, Hawaii 96720
Phone: (808) 961-7351

Secondary Contact:

State Educational Specialist II,
Mathematics: Ms. Sylvia J. Koo
Office of Instructional Services
1270 Queen Emma Street
Honolulu, Hawaii 96813
Phone: (808) 548-5914

Physical Education

Adapted Aquatics

DESCRIPTORS

Aquatics - Special Education
Community involvement
Cooperative planning

TARGET AUDIENCE

Elementary mentally retarded students

DEVELOPERS

Tammy Higa

Teacher, Mentally retarded students.

John Signor

Grade level chairperson and teacher, Seriously emotionally disturbed students

STUDENT OUTCOMES

The Student will be able to:

- Get into pool independently
- Get entire head wet
- Blow bubbles
- Walk unassisted along shallow end-of pool.
- Enjoy being in the water

EVALUATION

Progress report on each student was completed at the end of the program. Students did very well to overcome their fear of the water and several did learn to swim. Through observation and feedback from instructors, volunteers and teachers, the program was deemed worthwhile and successful.

DESCRIPTION

This project was developed at Barber's Point Elementary School with the assistance of Bojac Swim and Scuba School. Prior to conducting the program an Instructor Aide Course was sponsored free, by Bojac School for volunteer parents, teacher aides and the classroom teacher.

Working on a one-to-one basis, a program of body awareness, academic reinforcement and swimming activities ensued with nine mentally retarded educable students.

The class utilized the Barber's Point Enlisted Men's Pool from November 7, 1978 to April 24, 1979.

CONTACT

Principal: Mr. William Cupit

School: Barber's Point Elementary

Address: Boxer Road, NAS Barber's Point, Ewa Beach, Hawaii 96706

Phone: 682-5747

Physical Education

Improvised Playground

DESCRIPTORS

Movement Education
Community involvement
Cooperative planning

TARGET AUDIENCE

Teachers and parents of elementary school
Students in grades K-6

DEVELOPER

Steven Sugai

Central District Physical Education Resource Teacher.
Steve spearheaded this project during his first year as Resource Teacher for Maui District.

Steve is a graduate of the University of Hawaii.

STUDENT OUTCOMES

The student will be able to develop:
- perceptual-motor skills.
- coordination, balance, and movement skills.
- self-discipline.
- skills in following directions.
- creative role-playing skills.

DESCRIPTION

This is a project designed and built through the collaborative efforts of the community, parents, teachers and students. Developing an innovative and creative outdoor learning environment with very little cost was first undertaken at Kula Elementary School on Maui.

A PTA committee was organized to help formulate basic designs and plans, seek donations for materials and assemble the work force.

Working a total of eight hours on two Sundays, parents, teachers and students, with the use of construction equipment loaned from local firms set-up climbing, balancing, scaling, agility and strength apparatuses.

The playground was built to allow for creativity and pupil imagination as well as, provide for skill development in the areas of visual perception, coordination, body awareness and cooperation.

Since the completion of this project other schools who have constructed similar improvised playgrounds are Koloa Elementary School in Kauai District, Kauai and Hale Kula Elementary School in Central District, Oahu.

EVALUATION

There has not been a formal evaluation of this project. Oral feedback from students and teachers and observation of student performance in various activities utilizing the apparatus have been reviewed to determine the effects of the project. The enthusiastic support of parents in the development of this project and the continued use by students during classtime, as well as, during recesses are indicative of the worthwhileness of the project.

CONTACT

Principal:	Mr. Tetsuo Kanemitsu
School:	Kula Elementary
Address:	P.O. Box 77 Kula, Maui 96790
Phone:	878-1245

Science Options Unlimited

DESCRIPTORS

Science Teaching
Team Teaching
Interest Curriculum

TARGET AUDIENCE

Secondary Teachers
High School Students

STUDENT OUTCOMES

The student will develop:

- self-concept as a thinking and capable individual.
- science inquiry and enabling skills.
- creative attitudes, especially the willingness to learn through exploration.
- concept of satisfaction through personal achievements.

DESCRIPTION

"Options Unlimited" describes a curricular plan that evolved naturally through the special interests of teachers who were willing to share their talents, ideas and hobbies with students. The innate curiosity of students is exposed to a wide range of potentially interesting experiences. The essential ingredients are the unique interests of teachers who share their talents, ideas and hobbies with students at all opportune moments, unencumbered by the parameters of time. These teachers are around and available to "talk shop" with students, to make methods and opportunities available for the testing of ideas, and to share in the fun and excitement of discovery. Whatever the subject, the recurrent theme for both teachers and students is the willingness to learn and try anything logical. Providing stimuli for creative thinking thus becomes synonymous with fun. Daniel Nakanishi is interested in photography, rocketry, fishing and excels in the construction of mechanical devices. Betty Hart studies computer science as well as the physics involved in marine science. Charles Fuchigami is interested in all phases of fishing and the sea. Iris Shinseki reads literature of biological research. The stimulus could be going on a spear fishing trip, discovering a new book on rocket designs, working out a new problem using fortran, designing a new fishing "gig", finding parasites in snails, a combination of these or more.

DEVELOPERS

Daniel Nakanishi
Betty Hart
Charles Fuchigami
Iris Shinseki

Teachers
Aiea High School

EVALUATION

Successful students have demonstrated that vehicles which stimulate achievements are as diverse as the capacities of the human brain to think. We have found that interested students will make time to explore further; that students can and will go far beyond the school dav to learn; that self-demonstrated levels of capability are related to levels of achievements that are "unlimited". By exploiting the very human characteristic which enables students and teachers to be "willing to explore", we have discovered that the process of stimulating development can be fun and exciting for both teachers and students.

CONTACT

Science Department Chairman:	Daniel Nakanishi
School:	Aiea High School
Address:	98-1276 Ulune Street Aiea, Hawaii 96701
Telephone:	488-3617

Science — Science Improvement Project

DESCRIPTORS

Performance Expectations
Integrated Curriculum
School Curriculum Improvement
Differentiated Staffing

TARGET AUDIENCE

Students in grades K-3

STUDENT OUTCOMES

The student will be able to develop:

- inquiry skills (process skills).
- confidence in expressing feelings/ideas.
- questioning, discussion, writing skills.
- motivations to learn science.
- scientific attitudes and values.

DESCRIPTION

This project was undertaken to improve the K-3 science program at Fern Elementary School. The primary measure of improvement was the attainment of seventy-five performance indicators (objectives) identified by the school science committee as desirable for students. Performance indicators were selected from Student Performance Expectations of the Foundation Program (DOE, 1978), Elementary Science Study(ESS) and Experiences in Science (EIS) instructional materials, and from various elementary science textbooks. Objectives and activities selected were felt to be those that would help children learn scientific processes (inquiry skills) rather than facts alone, to become more aware of their world, and to develop thinking processes.

The project was planned for and taught using two 45-minute lessons per week for each class in grades K-3. The regular teacher assisted and observed children during each lesson, and handled major discipline problems.

A majority of the lessons were hands-on activities reinforced as much as possible by filmstrips and transparencies. Because of the wide range of reading, writing and computing abilities of target students, activities were selected which all students could perform. The technique of reading written directions orally gave even the slowest children equal opportunity for successfully completing assignments. Questions were designed so that more than one word answers were required.

DEVELOPER

Wendy W. Chun
Fern Elementary School

In the beginning, many students were afraid to give opinions or to venture guesses. Lessons were planned to elicit feelings and ideas which were recorded on large sheets of paper or on the chalkboard so that each contribution was recognized. Progress was marked by children being more relaxed, contributing to lively discussions, asking questions, and generally being "turned on" to science.

EVALUATION

Every student began at the same level regardless of where they were in reading and mathematics. No one was regarded a failure. The slower children, in many cases, did as well as or better than the other students. They displayed as much enthusiasm for science as the next child. Discipline problems were at a minimum due to this high level of motivation.

Because it was felt that the development of process skills, attitudes and values of science required more time than conventional content learning, no attempt was made to rush classes in attaining project objectives. As a result, forty-seven of the seventy-five objectives for grades K-3 were completed. Of these, it was found that 95% of the students attained 50% or more of identified project objectives, and that science can be used as an effective tool to develop the whole child as described by the Foundation Program objectives.

CONTACT

Principal: Stanley Kau

School: Fern School

Address: 1121 Middle Street
Honolulu, Hawaii 96819

Telephone: 845-6028

Social Studies	CULTURE STUDIES: Unit - The Hawaiian Hale

DESCRIPTORS

Culture Studies
Hawaiian Studies

TARGET AUDIENCE

Elementary school teachers of social studies

STUDENT OUTCOMES

Students will:

- Develop an appreciation for the resourcefulness of the early Hawaiians and an understanding of how they used their environment to meet basic needs.
- Experience how difficult a process it is to build the framework for a hale (house), without tools and equipment.
- Hypothesize how the Hawaiians constructed their hale and solved problems related to this effort.
- Discover the importance of cooperation and respect with an 'ohana.

DESCRIPTION

On two days per week (50 minute periods) five fourth grade classes are team taught for every unit in the social studies program. The unit on "The Hawaiian Hale" requires a minimum of two weeks. A variety of activities are scheduled, beginning with viewing pictures, followed by written activity sheets, discussions, and finally, constructing a hale. Activity cards (data cards) from the Culture Studies: Hawaiian Studies Project provide supporting learning and encouragement throughout the on-going activities. These activity cards are used to broaden experiences, understanding and enjoyment of the topic of study within the context of an elementary social studies program.

DEVELOPER

Mrs. Leilani Oliveira
B.A., University of Hawaii
5th Year Certificate
Bishop Museum Docent
ETV Consultant
Hawaiian Studies Workshop Leader
Teacher, Kapalama School

EVALUATION

Consultants' observations and written reports indicate that the program activities have generated student interest and enthusiasm in learning Hawaiian Culture Studies. Teacher evaluations indicate that significant student learning is in progress.

CONTACT

Principal: Mr. Elvin Low
School: Kapalama School
Address: 1601 North School Street
Honolulu, Hawaii 96817
Phone: (808) 845-4059

Social Studies

CULTURE STUDIES: HAWAIIAN STUDIES

DESCRIPTORS

Culture Studies
Multicultural Education
Hawaiian Studies

TARGET AUDIENCE

Elementary school teachers of social studies

GOALS

- To develop a framework and rationale for culture study
- To develop and implement some strategies/methods for teaching culture studies

DESCRIPTION

This project involved thirty-five teachers from four Oahu school districts who participated in a summer institute in 1976. The "ohana", with consultants, developed a framework for culture study, together with exemplary lessons and activities. Collectively, these materials comprise an approach to teaching and learning culture studies. The results of this effort are packaged in a set of materials titled, Culture Studies: Hawaiian Studies Project. It includes a framework document on culture studies, a teacher resource guide, a data box with several hundred data cards, and a set of transparency masters.

EVALUATION

Based on institute participants' feedback and consultants' observations in classroom visitations, reports indicate that the project has developed an effective approach to teaching and learning about culture within the context of an elementary social studies program.

DEVELOPERS

Mrs. Elaine Takenaka, Office of Instructional Services, Department of Education

Mrs. Dorothy Hazama, College of Education, University of Hawaii

CONTACT

Mrs. Elaine Takenaka
Office of Instructional Services
Address: 1270 Queen Emma Street
Room 1102
Honolulu, Hawaii 96813
Telephone: (808) 548-5991

Social Studies

STREET LAW - A Unit of Study in Legal Education in Hawaii's Secondary Schools

DESCRIPTORS

Citizenship Education
Legal Education

TARGET AUDIENCE

Secondary school teachers of social studies

GOALS

- To demonstrate the implementation of a program in legal/citizenship education that can be adapted to an on-going curriculum in social studies.
- To demonstrate implementation of objectives for citizenship education required for high school students.

DEVELOPERS

Mrs. Madeline Cahoon
B.A., University of Hawaii
Graduate Work, Michigan State University
Hawaii Council for the Social Studies
Hawaii Joint Council on Economic Education
Hawaii Committee on Legal Education for Youth

Ms. Alicia Nakamoto
B.Ed., M.Ed., M.A., University of Hawaii
Economics Teacher of the Year, 1979
Teacher, Castle High School

DESCRIPTION

A project to demonstrate teaching/learning in citizenship education was designed with the use of the STREET LAW program materials. It involved three different high school social studies courses taught by Mrs. Madeline Cahoon at Kailua High School and Ms. Alicia Nakamoto at Castle High School. In all classes, the intent was to demonstrate how extant, appropriate instructional materials can be adapted for use within existing courses to attend to objectives in citizenship education required for all high school students.

Mr. Ray Conrad from the University Laboratory School served as a consultant as well as demonstration teacher of the project materials.

EVALUATION

Preliminary reports from the consultant and project teachers indicate that STREET LAW program materials can be effectively integrated into existing courses to fulfill objectives in citizenship education.

CONTACT

Mrs. Elaine Takenaka
Office of Instructional Services
Address: 1270 Queen Emma Street
Room 1102
Honolulu, Hawaii 96813
Phone: (808) 548-5991

Social Studies

STREET LAW - Integrated into American Problems and Environmental Studies Courses
Kailua High School

DESCRIPTORS

Citizenship Education
American Problems
Environmental Studies
Legal Education

TARGET AUDIENCE

Secondary school teachers of social studies.
High school students

GOALS

- To demonstrate the implementation of a program in legal/citizenship education that can be adapted to an ongoing curriculum in social studies.
- To demonstrate implementation of objectives for citizenship education required for high school students.

DEVELOPER

Mrs. Madeline Cahoon
B.A., University of Hawaii
Graduate Work, Michigan State University
Hawaii Council for the Social Studies
Hawaii Joint Council on Economic Education
Hawaii Committee on Legal Education for Youth

DESCRIPTION

At Kailua High School, Mrs. Madeline Cahoon integrated units on "Criminal Law", "Family Law" and "Individual Rights" from the STREET LAW program into the American Problems course. The unit on "Environmental Law" was included as a significant part of the Environmental Studies course.

In both courses, in conjunction with the course content, resource speakers, role-playing activities, games and analysis of news items were additional important activities that were designed to provide students with opportunities to learn practical knowledge and apply what they learned.

EVALUATION

Oral and written evaluations by the teacher and students indicate enthusiasm for the STREET LAW program as a significant contributor to both courses. Indicative of this enthusiasm is the fact that two additional classes using the STREET LAW materials will be added to the 1979-80 course offerings.

CONTACT

Principal: Mr. Albert Minn
School: Kailua High School
Address: 451 Ulumanu Drive
Kailua, Hawaii 96734
Phone: (808) 262-8151

Social Studies

STREET LAW - Integrated into a U.S. History and Citizenship Education Course
Castle High School

DESCRIPTORS

Citizenship Education
U.S. History
Legal Education

TARGET AUDIENCE

Secondary school teachers of social studies
High school students

GOALS

- To demonstrate the implementation of a program in legal/citizenship education that can be adapted to an on-going curriculum in social studies.
- To demonstrate implementation of objectives for citizenship education required for high school students.

DEVELOPER

Ms. Alicia Nakamoto
B.Ed., M.Ed., M.A., University of Hawaii
Economics Teacher of the Year, 1979
Teacher, Castle High School

DESCRIPTION

At Castle High School, Ms. Alicia Nakamoto integrated the unit on "Individual Rights" from the STREET LAW program into the U.S. History course in conjunction with the study of the Constitution.

Activities included detailed analysis of provisions of the Constitution and Amendments, and translating these provisions into present-day language that is understandable to students and citizens in general. Students then worked in small groups on the problem cases from the STREET LAW program. Each group discussed the problems and evolved with a group consensus on the "correct" action that should have been taken, based on their study of the Constitution.

EVALUATION

Oral and written evaluations by the teacher and students indicate the use of STREET LAW materials have been worthwhile and effective. The materials are described as informative and interesting, especially by usually unmotivated students.

CONTACT

Principal: Mr. Herbert Uesugi
School: Castle High School
Address: 45-386 Kaneohe Bay Drive
Kaneohe, Hawaii 96744
Phone: (808) 235-4591